

“十二五”国家重点图书出版规划项目
普通高等教育“十二五”重点规划教材

Nucleus 新核心

大学英语

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阶梯阅读 1



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

Nucleus 新核心 大学英语

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内容提要

本书包括八个单元,每个单元包括五篇阅读材料。两篇短篇篇文章长度为200~500词,两篇长篇文章长度为700~1200词,最后一篇文章是关于中国文化的,文后不设习题,主要是帮助学生了解中国历史文化的英语表达方式,提高他们对外交流能力。阅读材料的内容突出知识性,涉及自然学科和人文学科,体裁以说明文和议论文为主。

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前言

21世纪以来,我国相继出版了一批优秀的大学英语教材。如果说这些教材都是以趣味性、可思性、文学性和人文性为课文选材原则,提倡人文素质教育的话,那么《新核心大学英语》系列教材将在这些方面有一个新的突破。

2013年出版的《新核心大学英语快速阅读》系列教材得到广大师生的充分肯定。随着大学英语改革的推进,随着英语四、六级考试改革的深入,我们及时对其进行了改版,出版这套《新核心大学英语阶梯阅读》教材。

一、教材编写依据

《新核心大学英语阶梯阅读》是以《新核心大学英语读写教程》为依托,从内容上对《新核心大学英语快速阅读》做进一步改进,提倡科学素质教育,以 content-based 为编写原则,文章选材上偏向提高学术能力的科普性文章。

目前,我国大学英语教学不再是单打基础的阶段,不再是单纯地为学语言而学语言,而是趋向于与某一方面的专业知识或某一个学科结合的发展方向结合起来,换句话说,大学英语应当与学生的专业内容结合起来,这样才能体现新时期语言教学中的“需求分析”原则。《新核心大学英语阶梯阅读》正是为了适应我国大学英语教学转型要求而编写的,是为了帮助大学生达到《大学英语课程教学要求》中阅读部分的一般要求、较高要求和更高要求而编写的一套具有鲜明时代特色的大学英语教材;是培养学生查阅学术文献能力的需要,培养学生在较短时间里通过快速阅读,查到自己所需要的信息。

二、教材结构框架

《新核心大学英语阶梯阅读》是《新核心大学英语》主干教材的配套教材,包括《新核心大学英语阶梯阅读 基础级》、《新核心大学英语阶梯阅读 1》、《新核心大学英语阶梯阅读 2》、《新核心大学英语阶梯阅读 3》、《新核心大学英语阶梯阅读 4》五册。《新核心大学英语阶梯阅读》系列教材旨在培养学生语篇信息查找能力,训练学生快速阅读能力以及水平考试中阅读理解文章的能力。

每册包括八个单元,每个单元包括五篇阅读材料。教材中每个单元所选阅读材料基本与《新核心大学英语读写教程》相应单元的主题内容一致,难度略低于《新核心大学英语读写教程》,两篇短篇文章长度为200~500词,两篇长篇文章长度为700~1 200词,最后一篇文章是关于中国文化的,文后不设习题,主要是帮助学生了解中国历史文化的英语表达方式,提高他们对外交流能力。阅读材料的内容突出知识性,涉及自然学科和人文学科,体裁以说明文和议论文为主。

三、教材使用说明

作为《新核心大学英语读写教程》的配套使用教材,我们建议《新核心大学英语阶梯阅读》每个单元的总学时数不少于2个课时,课内学时数不少于1个学时,学生课外自主阅读时间不少于1个学时。在每周大学英语课堂教学中教师根据具体授课进度、单元主题内容指定《新核心大学英语阶梯阅读》中相应的文章让学生进行阅读训练,教师也可以将本系列教材作为学生课后自主阅读的材料,教师对学生自主学习过程进行监督与评价。

编者

2014年3月

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Unit 1

Freshman Convocation

Nucleus

Passage 1

Time Taken: _____ minutes

Graduate Jobs Market “Better Than Feared”

Despite rising number of graduates and a struggling economy hitting recruitment, the graduate jobs market has remained relatively **resilient**⁽¹⁾. It **echoes**⁽²⁾ previous studies showing that in the long term, graduates are likely to earn higher incomes than non-graduates and are less likely to face unemployment.

It also reflects that the jobs market is changing — with more demand for graduates and skilled workers. The most typical sector is in retail, **catering**⁽³⁾ and bar staff, representing about 15% of young graduates. There are 13% in health sector jobs, 8% in business and financial jobs and about 7% in media and design. Few people will have entered jobs which usually require postgraduate training, such as law.

The weak economy might have inspired more students to start up their own businesses — with a steady upward entrepreneurial trend in self — employment. This is now approaching 5% of university leavers — up from 3% in the middle of the last decade.

Cuts in public sector spending could also be affecting the jobs market, says the survey — with reductions in the numbers of graduates going into a range of posts in health, education and social services.

In terms of the geographical spread of jobs for new graduates, there is a strong

Guess the meanings of the following words from their context.

- | | | | |
|---------------|--------|---------|----------|
| (1) resilient | A. 平静的 | B. 有活力的 | C. 不可避免的 |
| (2) echo | A. 附和 | B. 回忆 | C. 否认 |
| (3) catering | A. 销售 | B. 餐饮 | C. 修车 |

bias towards London and the south-east of England. One in five of all recent graduates who are in employment are working in London, by far the largest share of the graduate jobs market. The next biggest provider of jobs is the south-east of England. In contrast, within England the lowest **proportion**⁽⁴⁾ of graduates are working in the North East and east Midlands.

In terms of salaries, the typical range of earnings was between about £18,000 and £24,000 for those graduates who had jobs six months after leaving university.

The deputy research director at Hecsu, Charlie Ball, says that in a “difficult jobs market” and a struggling economy “over 166,000 of last year’s graduates were known to be working in the UK six months after leaving university—nearly 8,000 more than the previous year” and “The figures show that even in difficult times, graduates can and do get jobs.” (361 words)

Abridged and revised from

<http://www.bbc.co.uk/news/education-19899305>

(4) proportion

A. 规模

B. 人数

C. 比例

Select the most appropriate answer for each of the following questions.

- (1) Based on author’s description, the graduate jobs market in Britain is _____.
 A. worrying
 B. optimistic
 C. pessimistic
 D. prosperous
- (2) According to the passage, which of the following factors does NOT have any influence on the graduate jobs market in Britain? _____.
 A. Economic climate
 B. Demand in the job market

- C. Recruitment regulations
D. Number of graduate students
- (3) The fact that more students get self-employed could be attributed to the following reasons except _____.
A. the economy in Britain is discouraging
B. the number of graduate students is increasing
C. few people have entered jobs requiring postgraduate training
D. people tend to be reluctant to work as salespersons or waiters
- (4) The underlined word “bias” in the text is closest in meaning to _____.
A. hatred
B. longing
C. prejudice
D. preference
- (5) Which of the following statements could best summarize the main idea of this passage?
A. The public shows deep concern for the prospects of graduate students.
B. The graduate jobs market has been proven to remain relatively optimistic.
C. Job choices in Britain for graduate students are becoming more diverse.
D. Geographical consideration plays a vital role in the process of job hunting.

Passage 2

Time Taken: _____ minutes

Student Reports to Show Work and Play

Universities are going to provide a much more detailed account of students' achievements, in changes expected to be adopted by most universities.

It responds to concerns that too many students are now awarded upper seconds and first class degrees, making it hard for employers to distinguish between similarly-qualified job applicants. This document will be updated during a student's time at university and the individual student will be able to talk to the university about what is included. However, once the student has graduated, this record will not be able to be changed—making this a permanent digital footprint of their time at university.

The use of Hears is being **endorsed**⁽¹⁾ by the representative bodies Universities UK and Guild HE, and it is expected that most institutions will use these documents, which can be up to six pages in length. They have already been extensively **piloted**⁽²⁾—with 45,000 Hears produced this year—and will continue to be rolled out, although their use will depend on the agreement of individual universities.

Prof. Burgess, who is vice chancellor of Leicester University, said: “Universities have recognized for some time that a single degree classification cannot do justice to the range of skills, knowledge and experience students gain during their time in higher education. The Hear is designed to encourage a more sophisticated approach to recording students' achievements in the 21st Century.”

Employers welcomed the prospect of a “far richer and broader range of information” on potential employees.

Carl Gilleard, chief executive of the Association of Graduate Recruiters, said three quarters of its members now used an upper second class degree—a 2 : 1—as a cut-off point, excluding anyone below this grade. “Yet it is widely accepted that the degree classification system is not fit for purpose. As a **recruitment**⁽³⁾ tool it is a blunt and inconsistent measure, and so it is a shame it has become so heavily relied upon and

Guess the meanings of the following words from their context.

- | | | | |
|-----------------|-------|-------|-------|
| (1) endorse | A. 影响 | B. 支持 | C. 签字 |
| (2) pilot | A. 飞行 | B. 试行 | C. 操作 |
| (3) recruitment | A. 再生 | B. 招募 | C. 管理 |

used by employers.”

He said that the Hear would allow students to present a fuller picture of themselves. “I have already noticed how it is acting as a **catalyst**⁽⁴⁾ for change, with students better able to articulate what they have to offer to employers and considering the skills they have developed more carefully.”

“As importantly, the achievement records give employers much richer information about the skills and expertise of students — helping them to make more informed choices about who to employ, rather than relying on degree class alone.” (389 words)

Abridged and revised from

<http://www.bbc.co.uk/news/education-19802538>

(4) catalyst

A. 灾难

B. 结果

C. 催化剂

Select the most appropriate answer for each of the following questions.

- (1) What makes it hard for employers to choose from similarly-qualified job applicants?
 - A. Employers are becoming increasingly demanding.
 - B. The competition in workplaces turns to be fiercer.
 - C. The evaluations of students often cluster on a narrow range.
 - D. Employees are equally qualified for the position they apply for.
- (2) Which is the most possible meaning of the underlined phrase “roll out”?
 - A. Test.
 - B. Launch.
 - C. Increase.
 - D. Experiment.
- (3) Which of the following statements about Hear is true?
 - A. Hear would have students largely distracted.
 - B. Hear is a blunt and inconsistent measure on students.
 - C. Hear would make students become more sophisticated.
 - D. Hear would guide students to acquire fuller development.

- (4) Why isn't the single degree classification system accepted?
- A. Because the information it contains is too broad.
 - B. Because it couldn't justify the skills students learn.
 - C. Because it is inconsistent with the purpose of students assessment.
 - D. Because employers are ashamed of choosing applicants according to this system.
- (5) Hear has the following advantages except _____.
- A. to present a fuller picture of students
 - B. to help students get a satisfactory job more easily
 - C. to encourage the all-round development of students
 - D. to set up a reliable criterion for employers to pick applicants

Passage 3

Time Taken: _____ minutes

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item. You may not use any of the words in the bank more than once.*

Founded in 1831, New York University is now one of the largest private universities in the United States. NYU's campus is _____ (1) _____ without walls, drawing its spirit from this global city. NYU is _____ (2) _____ located in Manhattan's Greenwich Village and downtown Brooklyn where there's no _____ (3) _____ that the neighborhoods feel like a community. Many of NYU's academic and administrative buildings and freshman residence halls _____ (4) _____ Washington Square Park. The sidewalks are

full of students on their way to class, and members of the NYU community fill the restaurants, shops, and other businesses. Both on campus and off, the people of NYU are directly involved in the day-to-day excitement, culture, and opportunity of the city that _____ (5) _____ as a very real _____ (6) _____ of NYU's campus and classrooms.

Off campus, professors bring the experience they have as researchers and active professionals to their students. In addition to teaching, they serve as advisers to city government, banks, and school systems, and working artists, choreographers, and film directors. Their professional experience _____ (7) _____ their style of teaching and encourages students to flexibly make use of the university's _____ (8) _____ resources of the city through networking, research, internships, part-time jobs, and service learning.

On campus, NYU offers _____ (9) _____ ways to connect with other members of the University community. With over 400 student clubs and organizations, hundreds of sports and residence hall activities, guest lectures and film screenings, and city excursions and community service opportunities, students get _____ (10) _____ with the University, with their college, in their residence hall, and most important, with each other. (256 words)

Abridged and revised from
<http://www.nyu.edu/life.html>

- | | |
|---------------------|-----------------|
| (A) extension | (I) involved |
| (B) countless | (J) primarily |
| (C) beyond | (K) literally |
| (D) serves | (L) familiar |
| (E) doubt | (M) clarifies |
| (F) presentation | (N) border |
| (G) specific | (O) informs |
| (H) extraordinary | |

Passage 4

Time Taken: _____ minutes

Directions: *In this section, you are going to read a passage with ten statements attached to it.**Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.***Be Brave and Rigorous in Your Pursuit of Knowledge**

- A** Freshmen members of the Stanford college class of 2000 and those among you who had the splendid good sense to transfer to Stanford: On behalf of the university's faculty and staff, and your fellow students, both undergraduate and graduate, I warmly welcome you. I do so to say to you, our new students, that you are about to begin one of the most elevated, noble, honorable forms of public service that I know. That is, you will promote the public welfare through the increase of knowledge: your own knowledge, your fellow students' knowledge, your faculty's knowledge, and society's knowledge.
- B** I shall take these one by one, beginning with you, new students. I appreciate that it may sound a little strange to suggest that the public welfare will be promoted by your increasing your knowledge. To Jane and Leland Stanford, however, that was obvious. They knew, to quote the university's charter, that "cultivation and enlargement of the mind" were necessary conditions "to qualify students for personal success, and direct usefulness in life." They thought of education as a prerequisite of good citizenship.
- C** Probably one of the things that attracted you to Stanford was its reputation as a university ranked at the very top of those in our nation, if not in the world. As one who has basked in this prestige and used it shamelessly, I am pleased to say

that the reputation is correct. But it is only the glinting surface water on a very deep lake. Surfaces can change quickly when the wind shifts, the rain starts or the season turns cold. The essence of a great university lies in its ability to teach its students how to think critically.

D The search to know, the search for truth has always been characterized by the need to doubt, the need to be critical, including being self-critical: looking not just for the evidence, but for the counterevidence as well. As Thomas Huxley, the great 19th century British scientist, formulated it: “Science ... warns me to be careful how I adopt a view which jumps with my preconceptions, and to require stronger evidence for such belief than for the one to which I was previously hostile. My business is to teach my aspirations to conform themselves to fact, not to try and make facts harmonize with my aspirations.”

E You also will promote the public welfare by increasing your fellow students’ knowledge, just as they will make major contributions to increasing your knowledge. This will happen in classrooms, in your dorms, and right here in the Main Quad^① during chance encounters. And, in those encounters, you should remember that you were admitted to Stanford as individuals, not in groups. In a university discussion, the only criterion is whether the argument is valid. An argument must not be judged by whether the speaker is male or female, black or white, American or foreign.

F Your role in one another’s education will be as important as the faculty’s role. As the poet Goethe once wrote: “We derive great benefit from lively and frank association with educated people. A nod, a warning, encouragement, timely opposition is often capable of changing our lives.” You may, however, find it outright weird that I take the position that the public service career you are about to embark on includes increasing the knowledge of your faculty. Even if you found it strange for me to suggest that Jane and Leland Stanford thought one way to promote the public welfare would be for you to increase your knowledge, it will not surprise you that I urge you to learn from the faculty, from the great amount of